

Riverside School Board -Policy
Resolution E36-20030415

Policy Name:	Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties
Policy Number:	Policy Number EXXX-XXXXXXXX Replacing Policy Number E36-20030415
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Policy Concerning the Organization of Educational Services for Students with ~~Handicaps and Students with Social Maladjustments or Learning Disabilities~~ Learning, Physical, Social or Emotional Difficulties

Objective

The objectives of the Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social or Emotional Difficulties are: ~~is, among other things,~~ to define the means of evaluation and identification of students with ~~special needs~~ learning, physical, social or emotional difficulties; to establish the conditions and procedures for ~~integration~~ ~~integrating students~~ into regular classes or groups, and if need be, the weighting procedure and the integration of support services, to establish the terms and conditions for specialized placement and to provide for the preparation and evaluation of individualized education plans (IEP's).

Definitions

~~This document, entitled “Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities”, will hereafter be referred to as this Policy or the Special Education Policy.~~

~~**Student with special needs:** For purposes of this policy, the term “student with special needs” covers the term “student with handicaps or social maladjustments or learning disabilities”.~~

A student with an at-risk profile is a student who presents persistent difficulties, who is at risk of

failure and who may have trouble to integrate their school environment without intervention or support on a regular basis.

A **student without an at-risk profile** is a student who presents temporary academic, physical, social or emotional difficulties that require temporary support services.

Community school: ~~Is defined by the enrolment criteria of Riverside School Board's Three-Year Plan of Allocation and Destination.~~

The Board: ~~Is defined as Riverside School Board and all of the schools within its jurisdiction.~~

Legal Framework

~~This Policy is adopted by Riverside School Board in accordance with article 235 of the Education Act:~~

~~Every school board shall adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, a policy concerning the organization of educational services for such students to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student's abilities and needs that such integration would facilitate the student's learning and social integration and would not impose an excessive constraint or significantly undermine the rights of the other students.~~

~~Specialized schools referred to in subparagraph 3 of the second paragraph are not schools established under section 240.~~

~~The legal framework encompasses, among others:~~

- ~~• The Canadian Charter of Rights and Freedoms~~
- ~~• The Quebec Charter of Human Rights and Freedoms, R.S.Q., c. C-12;~~
- ~~• The Education Act, R.S.Q., cI-13.3;~~
- ~~• The Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information, R.S.Q., c.A-2.1;~~
- ~~• The Basic School Regulations—pre-school, elementary, and secondary education, 2000 G.O.H-3429;~~
- ~~• The Youth Protection Act, R.S.Q., c. P-34.1.~~
- ~~• The Collective Agreements in force~~
- ~~• The Civil Code of Quebec~~
- ~~• "Adapting Our Schools to the Needs of All Students, Policy on Special Education, Ministère de l'Éducation, 1999".~~
- ~~• Students with Handicaps, Social Maladjustments or Learning Difficulties : Définitions, Direction de l'adaptation scolaire et des services complémentaires, Ministère de l'Éducation 2000.~~
- ~~• Act to Secure the Handicapped in the Exercise of their Rights, R.S.Q., c. E-20.1.~~

Procedures for Developing, Adopting, Disseminating, Implementing and Revising the Policy

Development

~~This Policy has been developed by members of the management of Riverside School Board and~~

~~*Policy concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities*~~

~~Adopted on April 15, 2003~~

~~the Special Education Advisory Committee (SEAC) set up pursuant to clause 8-9.03 of the Teachers' Collective Agreement.~~

Consultation

~~The Management Advisory Committee, The Advisory Committee on Services for Students with Special Needs (E.A. section 187) and the Advisory Committee (8-9.03) of the Teachers' Collective Agreement along with the Educational Policies Committee have been consulted on its content, and recommendations for its implementation.~~

~~It has been distributed widely to all schools, governing boards and the central parents committee to allow for board consultation within the Riverside community.~~

Adoption

~~Following the consultation process, it is adopted by resolution by the Council of Commissioners.~~

Dissemination and Implementation

~~The Policy, once adopted, is disseminated to all schools and centers, and the board office of the Board.~~

~~It is important to note that all partners are responsible for ensuring the educational success of students. The Board and its schools understand that success can mean different things for different students.~~

Evaluation of the Results

- ~~• The school board is responsible for evaluating the results achieved in its education of students with special needs at all levels within its organization.~~
- ~~• The school board is responsible for providing the resources required to plan and organize evaluations, in order to obtain all information needed to gain an overall view of the situation.~~

Revision

~~The policy is reviewed periodically by the school board, following the same procedure as when the policy is adopted (participation, consultation).~~

Principles

~~The fundamental right of the child to a quality education is one which promotes the full development of the child's intellectual, social and emotional potential. Riverside School Board is committed to providing appropriate educational services to all of its students residing within its boundaries and to the greatest extent possible, in the community school.~~

~~The Board Riverside School Board is resolved to promote the child's children's academic educational and social development, in the least restrictive environment within the school community. For this reason, the school board considers the regular non-specialized classroom in the community schools to be the preferred model of service delivery model for students with special needs. when it has been established on the evaluation of the student's abilities and needs that such integration would facilitate the student's learning and social integration and does not impose any excessive constraints or significantly undermine the rights of other students. The~~

~~Board undertakes to provide appropriate support and adequate resources to the teacher and to the student. An emphasis is placed on early intervention.~~

If full ~~Should~~ integration in a ~~regular~~ non-specialized ~~class~~ classroom is not suitable for the specific needs of an at-risk student or imposes excessive constraints or significantly undermines other students' rights, the school board provides partial integration or other types of services, such as referrals to specialized classes and programs, specialized schools and, in some cases, other alternative service offers within one of its school settings. ~~be the most appropriate placement option, the school staff, in consultation with parents and other professionals, may recommend an alternative placement for the student which will maximize the student's potential for learning and social adaptation. If the appropriate services and support are not available within the community school, then an alternate school or an alternative program will be sought. (See Appendix 1: Models of Service Delivery).~~

The ~~Board~~ school board shall work with the school community to determine as early as possible, when possible, ~~in their students' education;~~ whether ~~or not the~~ a students' success appear to be at risk. ~~so that~~ Educational practices may be introduced ~~in order~~ to prevent or minimize learning, difficulties or social ~~or behavioural difficulties.~~ ~~behaviours which may have occurred otherwise~~

If a school is made aware of a student's diagnosis or potential difficulties, ~~To this end, there shall be~~ a screening shall be set up ~~process~~ prior to a student entering a the school. Alternative school placements may be recommended at this time. Parents and school personnel will ~~shall~~ work together ~~on the implementation~~ to implement ~~of the~~ required educational services that the student requires. ~~provided to the student. The emphasis will be placed on early intervention.~~ Parents' participation in every step of the process is essential and will be strongly encouraged.

Procedures for Evaluation

Evaluation Procedures

To enable the school to evaluate the student's needs, and to identify and ~~put in place~~ implement the special services required, ~~these procedures are to be followed~~ the following procedures shall apply:

- The school administration shall request ~~from the parents, access to any prior~~ of the parents an evaluation/diagnosis to determine the best school environment and services required to support the student. ~~prior to a student with identified special needs starting school.~~
- ~~• For kindergarten registrations, some screening procedures will be followed, e.g. speech and language checklist as well as an observation period in the classroom, prior to starting school.~~
- For students registering in a cycle other than kindergarten with ~~in~~ one of our schools for the first time, the ~~the receiving school's~~ administration ~~of the receiving school~~ shall request and receive the student's academic and confidential files, ~~in order~~ to determine whether ~~appropriate services can be provided in the school~~ the school has the capacity to provide the appropriate services. The parents' consent shall be required to facilitate the transfer of information from the sending school to the receiving school.

- For students who have transferred from one of our schools to another **within the school board**, the **receiving school's** administration shall request and receive the student's academic and confidential files. **The parents' consent shall be required to access the student's files.** If required, a liaison meeting shall ~~take place~~ be held between the sending and receiving schools and relevant ~~Board~~ **school board** personnel. **The said meeting shall be held** prior to ~~a~~ **the** student beginning at the new school.

Referral and Identification

It is the classroom teacher's responsibility, ~~along with the assistance of~~ **in collaboration with** the school team, to provide support and assistance to a student ~~as soon as the student~~ **who** appears to be experiencing difficulties in class. ~~Such Interventions can may~~ be preventative in nature or ~~may be~~ ongoing. Once measures have been **implemented**, and **if** the student does not appear to be progressing, the teacher ~~reports~~ **shall report** any concerns regarding the student to the school's principal.

~~An Ad Hoc Committee~~ **A meeting** shall be convened by the principal in order to discuss the case and make appropriate recommendations, which may include referrals **to a specialist for evaluations** or for other interventions. ~~The work of the Ad Hoc committee is coordinated by the school principal.~~ The parents must be invited to the **Ad Hoc** committee, but the meeting can be held without ~~their presence.~~ **them present, as needed.** ~~As a result of the Ad Hoc~~ **Based on the** meeting and **any** recommendations made, the school principal ~~makes~~ **shall make** the appropriate decisions ~~concerning~~ **with respect to identifying** ~~the identification of a student with special needs.~~ **the student as being at risk of academic, social or emotional difficulties.** Parents shall be required to sign the ad hoc or consent form to authorize services or coding identification. Parents who are unable to sign the document must be provided with an alternative form of written consent, which shall be annexed to the ad hoc form.

Should parents or **any** others **individuals** involved ~~with the student's school~~ **in the student's academic life** identify areas of concern, they ~~too~~ should **also** report them to the teacher or the school administration.

The ~~child's~~ **student's** progress must be reviewed on a regular basis, and adaptations to the program or special interventions are **to be** implemented or discontinued, as needed. ~~Students with special needs remain identified until the Ad Hoc committee has reviewed each case.~~ **An ad hoc form shall be used to record** every new identification, change **of identification or removal of identification.** ~~or removal of identification must first be submitted to the Ad Hoc committee.~~

Evaluation of Students who are **Identified** At-Risk

The evaluation of the needs of at-risk students must be carried out primarily to determine the **required** preventive or corrective measures ~~to be provided.~~

~~When a student is experiencing difficulties that could place him or her in a particularly vulnerable situation unless there is immediate intervention, or, when there is a student likely to be identified as being at risk, the decision made by the school administration to identify a student with special needs~~ **The decision to identify a student as having persistent learning, physical, social or emotional difficulties** must be based on **the identification** criteria established by the Ministère de l'Éducation

(the “MEQ”). ~~for identification set by the Ministry of Education, and must target wherever possible,~~ Wherever possible, early intervention must be provided to students experiencing learning, physical, social or emotional difficulties.

The Referral Process to Resources and Agencies outside the School Board

It is the parents' or guardian's responsibility to make contact with resources or agencies outside the Board of the school board. The school administrator and/or a professional from the Complementary Services team shall facilitate contacts with outside services, as needed.

The school administration may refer recommend to the parents a-referral to the local CLSC Integrated Health and Social Services Centre (CISSS) or any other outside external resource (e.g. neurologist, pediatrician and psychiatrist) based on a the recommendations made by of school personnel or the school board professionals. in-Complementary-Services. The school administration may call upon the professionals from the Board's Educational Services school board Complementary Services team to facilitate the process.

Procedures for Integrating Students with Special Needs in Regular Classes in Non-specialized Classrooms or Groups

Students with-special-needs who are at risk of learning, physical, social or emotional difficulties shall be are integrated in-regular-classes in their non-specialized classroom or groups when and once it has been established, on-the-basis based of their evaluations, that their integration would facilitate their learning and social development, and would not impose excessive constraints or significantly undermine the rights of other students. Individual cases shall be evaluated to ensure that the integrity and rights of any students identified as being at-risk as well as those of any other of the school's students are neither compromised nor significantly undermined.

~~In the event that full integration in a regular class is not suitable for the specific needs of a student with special needs or imposes excessive constraints or significantly undermines the rights of other students, the Board provides partial integration or other types of services, such as referral to special classes in a regular school, special programs, or specialized school.~~

When integration in a non-specialized classroom does not represent the most appropriate option, the school personnel, in consultation with the parents and any relevant professionals, may recommend an alternative environment that is considered as conducive to maximizing the student's potential for learning and social adaptation. If the appropriate services and support are not available within the community school, an alternate school or an alternative program shall be sought within the school board's territory. Off-territory student placements may be sought if and once all options within the school board have been exhausted. Should a parent not accept the suggested alternative recommended by the school board, the school board shall then support an interboard agreement; however, the school board shall not provide transportation in such a case.

Conditions for Integrating Students in ~~Regular Classes~~ **Non-specialized Classrooms** or Groups

Before proceeding with integration of a student ~~with special needs~~, the school principal, in collaboration with ~~others~~ **any other people** involved with the student, shall ensure, ~~in as much as possible~~, **to the fullest extent possible** that:

- An IEP has been developed in accordance with the **school board's** policies, procedures and regulations ~~of the Board~~;
- All **of the** parties concerned (teachers, professionals, parents and student) have been invited to consult on the plan and ~~are~~ **have been** informed about their various roles and responsibilities;
- ~~An in-service plan has been developed for the staff concerned and appropriate training has begun and is in progress.~~
- **The group into which the student is to be included** ~~integrated~~ has been **sensitized** ~~adequately made aware of the situation~~ and prepared **for the student's integration**;
- Support services and other **school board** resources ~~from the Board~~ are available.
- Resources ~~from the Ministère de la santé et des services sociaux~~ have been requested **from the CISSS**, as needed.
- Physical adaptations, or any other modifications, are effected in order to make the school accessible to the student with handicaps and permit him/her to participate in a full range of regular school activities;
- **The required** specialized equipment or materials ~~necessary are~~ **is** available **in** ~~within~~ the school;
- The number of students ~~with special needs integrated~~ **identified as being at risk or designated by the MEQ for integration** into a particular ~~class~~ **classroom** takes into account:
 - The severity of the student's **handicap** ~~diagnoses~~ or difficulty;
 - ~~The composition of the class;~~ **Classroom compositions**;
 - ~~The needs of the other students;~~ **The other students' needs**;
 - ~~The support or special services available;~~ **The available support or special services**;
 - The provisions of the Teachers' Collective Agreement.
- ~~A student with handicaps assigned to a class, the nature and composition of, which are different from the student's handicap, be provided with support and educational services as determined by his needs.~~
- **In Schools**, ~~a procedure~~ shall be **required to implement** ~~put into place~~ **a procedure** to ensure that the terms and conditions of integration are coordinated **within the school** ~~internally~~.

Support Services for Students and Teachers

The definitions of the various ~~disabilities, handicaps and social and emotional maladjustments profiles~~ are those found ~~in~~ **within** the relevant appendix of the Teachers' Collective Agreement.

~~Support services for students and support services for teachers are interrelated. Those services are not mutually exclusive and certain student support services also constitute teacher support services, and vice-versa.~~

The support services ~~which~~ **that** may be provided to a student or a teacher are allocated within the parameters of the **school board's available** financial ~~resources available to the school board~~ and

in the best interests of the **said** students **and the** **or** teachers.

Assistance or support services **can** **may** also be provided to students who have not been identified as students **as being at risk (i.e., for preventive purposes)**. ~~with special needs, whether or not under an individualized education plan. This can be for prevention purposes, where the students are experiencing difficulties that would make them vulnerable without early intervention.~~

The support services **which** **that** may be provided to a student or teacher are determined by the school principal, in accordance with the assessment of the student’s needs, and in conformity with the collective agreement and basic school regulations in force.

The following are examples of supports available to students and teachers. While not an exhaustive list, these include:

<u>Support Services to Students with Learning Disabilities</u>	<u>Support Services to Teachers of students with Learning Disabilities</u>
Student Resource Teacher IEP Technician and/or Attendant for Students with Handicaps Small group instruction Adaptation of goals, strategies and programs Adaptation of evaluation (including examinations) Special class placement	Teacher Resource Teacher IEP Curriculum and Complementary Services Professionals, e.g. classroom visits Adapted materials including software Team teaching Technician and/or Attendant for Students with Handicaps Professional development

<u>Support Services to Students With Social Maladjustments</u>	<u>Support Services to Teachers of Students with Social Maladjustments</u>
Student Behaviour Technician IEP Social Work intervention Special class or program Offsite tutoring Guidance Counselor Itinerant Counselors	Teacher Behaviour Technician IEP Resource Teacher Complementary Services Professional Crisis intervention plan Release time for psychiatric consultati for students Resources from the Center of Excellen for Behaviour Management Professional development

~~Services to Students with Handicaps~~

~~Services to Teachers with Handicaps~~

Student	Teacher
<ul style="list-style-type: none"> • Resource Teacher • IEP • Adapted equipment • Technician and/or Attendant for Students with Handicaps • Small group instruction • Adaptation of goals, strategies and programs • Adaptation of evaluation (including examinations) • Special class or program • Special school offsite tutoring • Adaptations to physical plant 	<ul style="list-style-type: none"> • Resource Teacher • IEP • Adapted equipment • Technician and/or Attendant for Students with Handicaps • Team teacher • Complementary Services Professional • Adapted materials including software • Oral interpreter • Itinerant Teacher • Crisis intervention plan • Professional development

Weighting Provisions ~~Applicable to~~ for Students

Weighting provisions ~~will~~ shall be applied in accordance with the Teachers' Collective Agreement.

Procedures for Grouping Students ~~with Special Needs~~ in Specialized Classrooms ~~or Groups, Classes or Schools~~

It is the ~~principal's~~ responsibility ~~of the principal, following the recommendation of the Ad Hoc Committee~~ to request of from the ~~school board~~ Board any and all specialized services ~~required by the student which cannot be provided within the school.~~ that cannot be provided directly by school.

Before recommending that a student ~~with special needs~~ be assigned to a special placement, the principal shall ensure that:

- ~~All of~~ all parties, including the staff, the parents and the student, ~~have been consulted,~~ unless ~~unable impossible~~ to do so, ~~are consulted;~~
- ~~That~~ The services currently offered ~~do not or~~ no longer ~~respond to the needs of the~~ meet the student's needs;
- ~~That placement in a special class~~ ~~The recommended environment~~ is intended to ~~satisfy~~ meet the student's needs.

Following ~~the needs~~ analysis of need, the procedures for placement in a regional program or through an interboard agreement ~~are:~~ is as follows:

- Any student newly ~~or presently~~ enrolled ~~in a one of our schools~~ of the Board may be placed in a special group (depending on the availability of spaces) and ~~will~~ shall receive, to the extent possible, the ~~required~~ services ~~required~~ based on the information contained in the student's files and as described in ~~the~~ their IEP.
- ~~• Any student already enrolled in a regular class in one of the schools of the Board may be~~

~~placed in a special group (depending on the availability of space), based on the information in the student's files, and will receive, to the extent possible, the services described in the IEP;~~

- ~~• Any student newly registered at the Board who suffers from behavioural difficulties will receive, to the extent possible, the services outlined in the IEP, which may include placement in a special group (depending on the availability of space).~~

Types of groups: Group types:

Each year, the ~~school board~~ ~~Board will~~ ~~shall~~ determine ~~its plan~~ for the following year, ~~its plan with respect to~~ ~~for~~ the organization of special services, ~~This will be done~~ on the basis of the characteristics and ~~special~~ needs of those students who require them as well as on the distribution of services, as allocated by the ~~Board~~ ~~school board~~.

~~The Board~~ ~~The school board~~ ~~will~~ ~~shall~~ make available to students with special needs a range of placement options which may include ~~a regular class~~ ~~non-specialized classroom~~ settings, ~~special regional~~ programs, as well as ~~special classes or a~~ specialized schools or centers ~~either~~ within the ~~Board or endeavor to do so outside its territory.~~ ~~the school board.~~

Reintegration

~~A~~ ~~Students'~~ progress and achieved goals are reviewed on a regular basis. When ~~the~~ ~~a~~ student, through the progress ~~he/she is making~~ ~~achieved~~, demonstrates an ability to be reintegrated ~~into a regular classroom program, with or without adaptations to the program, within their non-specialized setting,~~ the school administrator in charge of the student's program ~~shall~~ begins ~~a process of the~~ reintegration ~~process~~. ~~The steps in Article 4.1 of this Policy are put into effect in order to support transition into the new placement.~~

~~Procedures for Establishing and Evaluating Individualized Education Plans for Handicapped Students and Students with Social maladjustments and/or Students with Learning Disabilities~~

~~The Individualized Education Plan (IEP)~~ ~~An individualized education plan (IEP) is the~~ ~~a~~ legal document which ~~outlines the support measures included in a student's intervention plan.~~ ~~permits the modification of a student's program from the regular course of study. It is a tool for the planning and co-ordination of the process intended to respond to the particular adaptations a student with special needs requires.~~ An IEP must be prepared for each student identified ~~with special needs whose requirements cannot be met through the regular school program.~~ ~~as being at risk.~~ An IEP may also be established for a student in a particularly vulnerable situation or likely to be identified ~~as student at risk~~ ~~an at-risk student,~~ even if the ~~said~~ student has not yet been identified ~~as such.~~

Following an evaluation of the ~~student's~~ needs and abilities ~~of the student,~~ the school principal, with the ~~help of the Ad Hoc committee, the staff,~~ assistance of the personnel, the parents and student ~~(if he is they are able to do so)~~ ~~will~~ ~~shall~~ establish a written IEP ~~adapted to~~ ~~that takes into account the student's~~ ~~the~~ needs and abilities ~~of the student.~~ ~~The~~ parents have a right and a responsibility to

participate in the development of ~~the~~ their child's IEP. ~~They may~~ The parents and/or student shall be invited to participate in developing and revising the IEP, as set up by the school or the school board. ~~to attend IEP meetings organized by the school or Board to discuss the development and modifications to the IEP.~~ They shall receive a copy of the IEP at least once twice per year as part of pursuant to the regular reporting procedure. ~~Following the discussion of the plan for the student,~~ The school's principal may delegate the actual writing drafting of the IEP to a staff member of the school's personnel.

This IEP ~~is~~ shall be evaluated and revised on a regular basis and remains in effect until the identified needs have been met or once is satisfied, or the said student concerned is no longer under the school board's jurisdiction ~~of the Board.~~

The IEP shall reflect the requirements of the MEQ.

The IEP may contain documentation or information regarding the following items:

- ~~• The student's abilities;~~
- ~~• The strengths and the difficulties or limitations of the student;~~
- ~~• The student's needs;~~
- ~~• The objectives to pursue and the results to attain;~~
- ~~• The means to be implemented;~~
- ~~• The responsibilities of the different parties;~~
- ~~• The timelines for success and review;~~
- ~~• The procedures for communicating with the parents.~~

The evaluation of the IEP shall include:

- ~~• Identification of the student's progress in terms of the objectives chosen;~~
- ~~• Re-evaluation of the needs, and adjustment of the means and objectives where necessary;~~
- ~~• The maintenance or the modification of the resources identified in the IEP;~~
- ~~• The maintenance or the modification of the classification;~~
- ~~• The new timeline.~~

~~The objectives and strategies set in the IEP should be specific, limited and measurable, and must be reviewed frequently.~~

Miscellaneous Confidentiality

The ~~Board~~ school board and its employees shall respect the confidentiality and ethical considerations that ~~are concomitant with access to~~ apply to accessing student files. ~~Those staff members identified by the Board to the~~ They must adhere to the requirements of the Commission d'accès à l'information du Québec. The personnel members identified by the school board may access such student files, including students' permanent record cards (PRCs) and special assistance files (also referred to as confidential files). ~~may have access to these student files. Within the school, they include administrators, teachers, technicians, and guidance counselors, other professionals and secretaries who work directly with the student. These include the student's Permanent Record Card (PRC) and the Special Assistance File (also known as the Confidential File).~~

Updating and Conservation Retention of Files

~~The student files~~ Students' files shall be ~~are~~ updated ~~according~~ pursuant to the Board's school board's policies. ~~For students with special needs, information kept in the Special Assistance File should be updated at the end of each school year, i.e. evaluation of progress and IEP.~~ Students' information retained in special assistance files should be updated (i.e., progress evaluations and IEPs) at the end of each school year.

~~The files are conserved~~ Files shall be retained in according to the Board's school board's retention schedule. ~~as established in the Archives Act. The Special Assistance File for a student is destroyed once it has been inactive for five years.~~

Interboard Agreements

~~For students requiring specialized services, which the Board deems that it cannot provide, the designated person from the Board's Educational Services Department shall attempt to make the appropriate arrangements for the student to attend a program outside the Board. (Article 213 of the Education Act):~~

~~Mechanism for the Appeal of Decisions Reached in the Application of the Policy~~

~~A student or the parents of a student affected by a decision of the Council of Commissioners, the Executive Committee, the Governing Board or of an officer or employee under the authority of the School Board may ask the Council of Commissioners to reconsider the decision, in accordance with Articles 9-12 of the Education Act.~~

Final Provision

~~The present Policy shall come into force on the date of its adoption by the Council of Commissioners of Riverside School Board.~~